

Goal-directed Instructional Design Plan - Language Arts

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1. A problem or a need

A recurrent problem in our EAL classes in Thailand is the fact that students are too shy and hesitant to use their oral skills. Therefore, whenever they are assigned an oral presentation, it is easy to notice their discomfort in speaking out loud. By the same token, these skills are vital to their academic success and can be addressed by the use of differentiated techniques which involve tech-based solutions.

2. A real-world performance

Speaking in public is a necessary skill as there are several occasions in someone's professional or personal life which will require its use. Developing confidence and ability are the key elements to its success. However, for some individuals, achieving the necessary certitude is a substantial challenge. Teachers can help by allowing and providing these individuals with the use of tools to record their presentations.

3. An instructional objective

The objectives for this lesson are based on performing skills in a technology-based environment.

- a. Create a PowerPoint or Powtoon presentation based on one's own expository writing product.
- b. Record a personal video exposing the topic in detail.
- c. Record a screencast to present the final product.
- d. Publish final product to an assigned webpage and share with the class.

4. A set of essential content

Visual components are fundamental elements of delivering a message in an English as an additional language environment. To be able to complete the assignment successfully, students will need to create a careful integration between the visual and the verbal message to be delivered. In order to do that, the class will make use of their complex thinking skills to construct together a set of guidelines for their presentation, after being provided with both unreasonable and satisfactory samples collected on the internet by their teacher. They will also discuss and assemble a rubric to be used for assessment of their final product, which constitutes a collaborative work skill. Organizational skills will be an important part of their learning: keeping their deadlines, following directions set by the group, and delivering a final product accordingly.

As a follow-up activity, students will write a script for their video presentations, the latter which will be accomplished as a homework activity. The script will demonstrate their organization and ability to transmit an idea effectively, by use of communication skills. It is important to notice that these students possess a background knowledge in video making and

editing that comes from previous lessons. Their performance, or direction of a peer's performance, will also demonstrate effective message delivery.

In the following sessions, students will be introduced to screencasting and its benefits. As this generation seems to learn well by demonstration, samples of fellow Middle Schoolers from around the globe will be provided. The class will need to write a new script for their visual presentations, which will now engulf their PowerPoint/Powtoon product and their home videos, modeling their synthesizing skills. One by one, they will record their screencasts in the presence of their teacher only until a final draft is satisfactorily produced.

The post-activity will include publishing their videos to an assigned blog, sharing the links with their peers, and posting comments to their peers' work. Here, they will be practicing their responsible global citizen and collaborative worker skills.

To close the lesson, students will be invited to write an evaluation of their experience, in comparing a live presentation to a recorded one.

5. **An evaluation consisting of a test or observation**

The assessment for this lesson is a formative one, culminating in two final products engulfed in a screencast used to practice oral skills. All of these activities have an authentic purpose, which is to introduce technology-rich solutions to everyday lessons/life. All of the areas considered in the instructional design process will be covered by this lesson: motivation, socialization, audience and technology needs.

6. **A method to help participants learn** – the method to deliver the content; a lesson.

The lesson's new content will be delivered in class and followed up in an online environment.

- **Motivation:**

Meaningfulness: Both the content and the tools utilized are meaningful to these students and serve as real-world activities.

Pleasant consequences: Learners will feel more confident about delivering a speech/presentation, and will get a feel of what it is like to have their own work recorded and published.

Novelty: The novelty will be perceived in the organized delivery of their message through a clear and visually effective recording which can be accessed and enjoyed by others.

- **Socialization**

Students will post their screencasts on their blogs and share with peers. They will need to watch and post responsible comments to their peers' work as well.

- **Audience**

Age: 11-12 years old.

Skill level (including technology skills): intermediate computer skills, as well as presentation, creativity, organization, communication, synthesis and socializing skills.

Prerequisite knowledge (including technology background): video making and editing, PowerPoint/Powtoon handling, Google Docs and blogging.

- **Technology Needs**

Students will need: Computers with internet access, PowerPoint and Jing installed at school. Computer lab time with instructor. Computers with internet access and video editing tools installed at home. Gmail accounts. Blogger accounts.